

EIA Project Narrative

Name of Applicant or Unit Lead Teacher: Rosemary Keller

Project Title: NALAH: Native American Literature and History

- 1. In one sentence, summarize how your project will achieve the purpose of the EIA Grant Program.**

This project NALAH fulfills the purpose of the EIA Grant program because it supports innovative teaching strategies, activities, and materials for students taking American literature and United States History through the implementation of the South Carolina ELA and social studies standards.

- 2. Briefly describe the students this project will serve.**

This project will serve 209 students in the 11th grade American Literature and United States History courses. The classes will include students enrolled in both the Honors and College Prep classes. While enhancing the knowledge of other ethnic groups in these classes about Native American culture, literature and history, which is often overlooked as a teaching unit, this project will serve as an effort to help students realize that Native American culture, and literature are apart of American history. The demographic make up of this school consists of 93% African American, 6% Caucasian, and less than 1% Native American. In 2004 -05, 55% of these students passed HSAP on their first attempt; 54% of the students at this school passed the End of Course Examination Program. Therefore, this project will not only enhance students' knowledge about Native Americans, but it will also improve students' reading, writing and critical thinking skills.

- 3. Goal(s), Objectives, Evaluation, Measures, and Alignment to Curriculum Standards (40) points.**

The **goal** of **NALAH** is to expose students to the literature, cultural heritage, and history of Native American tribes that are indigenous to Orangeburg County. **Objective** - By May 2007, 75% of the students will create a multimedia power point presentation that illustrates their knowledge of the customs and beliefs of the Blackfoot, Edisto, Cherokee, or Santee tribes with 100% accuracy.

4. State how you will evaluate the progress made toward the stated objectives, including the data you will collect and analyze and how the data will be used.

All students in the American Literature and United States History classes will complete a questionnaire that assesses their knowledge of Native American tribes indigenous to Orangeburg County. The results of this inventory will serve as the **base line data**.

Students' performance on class activities, ELA grades, journal writing will serve as the **interim data**. The class activities include reading Native American poetry, short stories, and a novel. Students' grades will combine activities that allow them to answer questions about the selections; write poems about Native Americans; develop a timeline of the settlement of Native Americans in Orangeburg County; keep a response journal; and present a group presentation about each tribe. At the end of the project, students will be given the same questionnaire given at the beginning of the project. It will be used to determine the increase in students' knowledge of the customs and beliefs of Native Americans that are represented in the Orangeburg area. This will provide **summative data**.

5. State how the proposed project is aligned with curriculum standards.

Because students in these courses display a lack of content knowledge about Native American culture, literature, and history, this project allows students to draw conclusions

and make inferences about a group of people who were the original inhabitants of a particular region **(ELA/R1.8)**. These conclusions and inferences should not reflect the “stylized Indian images of neither savage brutes nor red skinned devils” (Ramsey, 1983). **NALAH** uses the oral and written works of Native American to explore the different cultural, philosophical, political, and religious ideas and the influences on the themes of literary works, which include American authors such as John Smith, James F. Cooper, Henry Longfellow, and William Faulkner **(ELA/R2.1)**. This project requires students to “read several works on a particular topic to paraphrase them and to synthesize them with ideas from other authors addressing the same topic” **(ELA/R1.9)**. More specifically, this project gives students the opportunity to demonstrate the ability to respond to texts by Native American authors both orally and in writing **(W1.3)**. This project not only addresses ELA curriculum standards, but it also addresses the United States History and the Constitution curriculum standard that summarizes the distinct characteristics of each colonial region in the settlement and development of America, including social, political, and economic differences” **(United States History and the Constitution: USHC1.1)**.

6. Strategies, Activities, and Timeline (40 points)

Explain why you chose each planned activity (the rationale).

Each planned activity serves as a strategy to immerse students in the Native American culture and history of Orangeburg County. Student study Native American tribes indigenous to this area to recognize that literature and history represent the “melting pots” of America, which should be respected, not ignored. Most importantly, this project provides students with knowledge, skills, and attitudes that allow them to appreciate their own culture, so that they may become sensitive to the culture of others.

EIA Project Overview Chart

Please complete a chart for each objective.

<p>Goal: The goal of NALAH: Native American Literature and History is to expose students to the literature, cultural heritage, and history of Native Americans (NA), who are indigenous to Orangeburg County.</p> <p>Objective: By the end of May 2007, students will create a multimedia power point presentation that illustrates their knowledge of the customs and beliefs of the Blackfoot, Edisto, Cherokee, and Santee tribes.</p>			
Start Date and End Date	Activities to Achieve Objective	Evaluation Data and Measures (evidence of accomplishment)	Relevant Curriculum Standards
1. August September	<ul style="list-style-type: none"> Survey of students' knowledge of NA literature and history Introduction to forms of NA literature Introduction to tribes indigenous to Orangeburg County 	<ul style="list-style-type: none"> Administer and evaluate surveys Test on forms of NA literature Create a tribal characteristic chart for each tribe 	<ul style="list-style-type: none"> ELA:R.1.2: explore the different cultural, philosophical, political and religious ideas and themes of literary works USHC1.1: summarizes distinct characteristics of each colonial region
2. October	<p>Guest Speakers</p> <ul style="list-style-type: none"> Chief Roosevelt Scott - Santee Org. Chief Mackie Creel – Edisto Org. Johnny Lightfoot – Cherokee Org. 	<ul style="list-style-type: none"> Answer questions about each presentation using a Guest Speaker Evaluation Form 	<ul style="list-style-type: none"> ELA:C2.3: use listening skills to compare/contrast information and ideas, and make inferences with regard to what he or she has heard

3. November December	<ul style="list-style-type: none"> Identify characteristics of legends, myths, and poems relative to NA cultural Literary and historical analysis of <i>Trail of Tears</i> Sponsor the NA Culture and History Month Program 	<ul style="list-style-type: none"> Create NA legends, myths, and poems Create a timeline for the rise and fall of each tribe Collect baseline data of students' knowledge about each tribe 	<ul style="list-style-type: none"> ELA:W1.6: demonstrate the ability to write and publish in a variety of formats ELA:R1.9: read several works on a particular topic to synthesize ideas from other authors addressing the same topic
4. January March	<ul style="list-style-type: none"> Visit Orangeburg NA Pow Wow Visit Indian Mound in Eutawville, SC Visit Indian Bluff in Eutawville, SC 	<ul style="list-style-type: none"> Write reflections about each event 	<ul style="list-style-type: none"> W2.1: demonstrate the ability to use writing to explain and inform
5. April May	<ul style="list-style-type: none"> Applied Learning Trip to Georgia Southwestern University Museum Multimedia presentations to convey knowledge of learning, i.e. journals, collages, power point presentations, learning discovery letters Complete summative evaluation 	<ul style="list-style-type: none"> Administer survey given at the beginning of the course Use grading rubrics to assessment student presentations Write letters to the Chief of each tribe that explains what he/she has learned about Native Americans because of this project 	<ul style="list-style-type: none"> ELA:R1.9: read several works on a particular topic to synthesize ideas from other authors addressing the same topic